

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Art, Craft and Design

REPORT

Ainm na scoile / School name	Belvedere College S.J
Seoladh na scoile / School address	6 Great Denmark Street Dublin 1
Uimhir rolla / Roll number	60520P

Date of Inspection: 18-09-2019



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agus Scileanna**
Department of
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SUBJECT INSPECTION

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated learning and teaching in Art, Craft and Design under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

The school met the requirements in relation to each of the checks above.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Date(s) of inspection	17-09-2019 & 18-09-2019
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during five lessons• Examination of students' work• Feedback to principal and relevant staff

School context

Belvedere College is a fee-charging voluntary secondary school. The school has a current enrolment of 1000 students and offers the Junior Cycle programme, a compulsory Transition Year (TY) programme, and the established Leaving Certificate. The study of Art is optional in junior and senior cycle and is mandatory in TY.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- Overall, the teaching and learning observed during the evaluation was of a very high quality.
- Students were afforded time to discuss, critique and present work, resulting in very good attention being paid to developing students' specific literacy skills.
- The overall quality of assessment was very good, though written formative feedback was not always used effectively by students.
- The quality of subject provision and whole-school support for Art is very good.
- Senior management actively promotes innovation and creativity; the art department offers a significant variety of extra-curricular and co-curricular activities.
- The overall quality of planning is very good; a review of the TY programme for Art has not been carried out in recent times.

Recommendations

- The art department should develop strategies that engage students in using the formative feedback provided on key pieces of work.
- To inform on-going development, the art department, to should review its TY programme for Art.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- Overall, the teaching and learning observed during the evaluation was of a very high quality. A very good rapport was noted between teachers and students. Student behaviour was exemplary.
- Lessons were well prepared and teacher explanations were very clear and detailed.
- All three learning spaces were very well organised. Artwork is exhibited to very good effect in the art rooms and in designated areas around the school. Such practice enhances student learning and sets high expectations for students' achievement.
- A few very good differentiated teaching methodologies were observed. During lessons, questioning and on-going one-to-one teacher monitoring proved effective in focusing and challenging students appropriately.
- In the majority of lessons valuable visual resources and teacher-designed worksheets were used. The worksheets however, were prepared in the same way for all students. Given the range of student abilities in art lessons, there is scope for greater differentiation when using teacher-designed resources to support and challenge all learners.
- In all lessons students were afforded times to discuss, critique and present work, resulting in very good attention being paid to developing students' specific literacy skills. Practice proved particularly successful when conscious efforts were made to ensure that students understood and used relevant key terminology in classroom discussions.
- A review of theory work in both copybooks and sketchbooks indicated that teachers support and guide students' literacy skills effectively on written work. There is scope to extend this very good practice to students' electronic presentations and this is advised.
- The overall quality of work in the student sketchbooks, copybooks and larger artworks reviewed was very good. Work was of a very good standard. The work reviewed demonstrated highly-developed technical skills alongside the very good development of the creative and critical-thinking skills needed to process ideas in Art.
- Commendably, primary sources were used in all practical lessons observed. Students demonstrated a very good understanding of using primary sources as starting points in their developmental work.
- The overall quality of assessment is very good. The art department employs a range of strategies to assess students' understanding and learning in Art, including self and peer assessment, and very effective questioning strategies.
- In the main students' responses to questions demonstrated very good understanding of course content and visual culture and appreciation. Student questions indicated a curiosity and interest in Art.
- It is positive during the introduction of Classroom Based Assessment (CBA) 2 'Communicate and Reflect' that success criteria and the language of the features of quality are shared with students in a teacher-designed booklet. However, a sample booklet viewed during the evaluation indicated that the success criteria were not fully aligned to the features of quality for CBA2. In the booklets next iteration, this should be addressed.
- Very good written formative feedback was noted on students' work. In some instances the feedback being provided was not being used effectively by the students. It is recommended

that the art department looks at strategies to engage students in using feedback provided to them on key pieces of work.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The quality of subject provision and whole-school support for Art is very good. Access to the subject is good, with option bands being created based on students' choice prior to enrolment.
- There are three designated spaces for the teaching of Art. At the time of the evaluation the school did have plans in place to upgrade these spaces.
- Health and safety procedures are well established. The art department has developed a good school-based risk assessment, and safety signage is clearly displayed in all three classrooms. To build on existing good practice, the risk assessment template should be developed further to reflect the revised guidelines *Managing Safety, Health and Welfare in Post-Primary Schools*.
- Two kilns with appropriate protection cages are situated in two of the art rooms. One kiln has an extraction fan, the second does not. While school management has completed external health and safety audits and plans are in place to complete an internal audit, the absence of an extraction fan on one kiln should be reviewed. This review should be conducted as part of the planned upgrade of the art rooms.
- The art department offers a significant variety of extra-curricular and co-curricular activities. Activities such as studio practice and stage set-design provide students with an enriching, well-rounded understanding of Art.
- Senior management actively promotes innovation and creativity. Very strong links between the art department and other subject departments is apparent. Engagement with projects such as the 'organ exile project' and the school's urban garden impacts positively on the quality of learner experiences.
- The art department is very committed to on-going development of the subject and a very good level of engagement with continuing professional development is evident.

3. PLANNING AND PREPARATION

- The quality of planning is very good, overall. Effective collaborative planning in line with one of the school's self-evaluation themes was evident. The school has a shared online platform, which it is accessed by some subjects but not currently by the art department. It is advised that the art department considers using the shared platform as a further support to collaborative planning.
- Visual culture and appreciation is planned for in all Junior Cycle units of learning. Commendably at senior cycle, visual studies is integrated with practical work.
- An interesting plan of work is provided in TY. The curricular plan has an appropriate emphasis on collaborative learning opportunities for students. No review of the TY programme for Art has been completed in recent times and this is recommended.
- Learner outcomes in certificate examinations are analysed effectively and include a commentary on the results. There is scope to conduct a deeper analysis in order to gather emerging trends and identify targeted subject-specific priorities to support learning in Art.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and subject teachers at the conclusion of the evaluation.

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the of quality the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;